

**Experienced Teachers' Institute (FY 2010-2011)**  
**Strategies for the Struggling Reader: Diagnostics to Instruction**

**Lesson Plan Template**

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Program/County: <b>Pike</b>	Director: Judith Branham

Title: Emotion to Tone	Content area: Reading
Length of lesson: 45 min,	NRS Level (s):2.0-5.9
Standard(s)	

<p><b>Lesson Objectives</b></p> <p>Use words like “recall,” “define,” “explain,” “demonstrate,” “predict,” “compare,” “contrast,” “revise.” Refer to Bloom’s taxonomy</p>	<p style="text-align: center;">At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define the meaning of ‘Tone’.</li> <li>2. Compare and understand emotion and tone by completing a word map.</li> <li>3. Identify key words enabling the student to distinguish the tone of a passage.</li> </ol>
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Assessing mastery of the objectives	<p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <p>Identify the tone of selected passages.</p>	<p>The means of assessment and check for understanding will be:</p> <p>Multiple choice questions concerning the tone of the selected passages.</p>
Pre-teaching	<ul style="list-style-type: none"> <li>• How will I introduce the objectives?</li> <li>• How I will make a connection between the content and my students and engage?</li> <li>• How I will draw on prior knowledge?</li> <li>• How will I provide purpose for using the strategy and reading the selected text?</li> </ul>	<ol style="list-style-type: none"> <li>1. State Objective by writing Objective on dry-erase board.</li> <li>2. Prior to reading, students will observe various human facial expressions displayed on individual flashcards that display different phases of emotion.</li> <li>3. The students will be asked to predict in written and verbal words the meaning of each image.</li> </ol>

Teaching	<p>Instruction/Modeling</p> <ul style="list-style-type: none"> <li>• How I will deliver the information so that students are engaged?</li> <li>• How will I describe the strategy, provide purpose, model it and or provide examples?</li> <li>• How will I introduce and engage students in the text?</li> </ul> <p>Guided Practice</p> <ul style="list-style-type: none"> <li>• How I will provide opportunities for students to practice in the classroom so I know they understand?</li> <li>• How will I make sure they are <i>“getting it”</i> during the lesson?</li> </ul>	<p>Modeling: Tell me what these images reflect? Student response will vary, but goal is for the students to identify different types of emotion.</p> <ol style="list-style-type: none"> <li>1. In the first activity students will complete a word map on the word emotion.</li> </ol> <p>Modeling: As humans, we show our emotions often by our facial expressions. A writer will explain these emotions by using different types of tone in their writing. I read aloud a paragraph from PBS GED Connection Reading emphasizing key words in the excerpt to answer the tone of the passage. Answers are then stated and explanations given as to why the answer choices are either correct or incorrect.</p> <ol style="list-style-type: none"> <li>2. The second activity, students will listen to oral reading of different passages and answer questions as to the tone of each passage.</li> <li>3. In the third activity, students will silently read selected passages and answering multiple choice questions.</li> </ol>
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	<p>Independent Practice</p> <ul style="list-style-type: none"> <li>How I will help students extend what they learned so they can do it without my help?</li> </ul>	<p>I will provide students with narrative text handouts and ask them to identify the tone of the passage. Students will be allowed to work in groups of 2 to 3 students for peer review.</p>
Post-teaching	<ul style="list-style-type: none"> <li>How I will check for understanding?</li> <li>How I will bring closure &amp; provide opportunities for reflection?</li> </ul>	<p>While students are in the assigned groups, I will circulate the room answering any questions. To close the lesson, we will review the questions provided during the lesson as a group. Students are asked to define tone in their own words.</p>
Text and Materials	<ul style="list-style-type: none"> <li>Authentic</li> <li>Based on students interests and goals</li> </ul>	<p>PBS GED Connection Reading/Writing</p> <p>Steck/Vaughn Pre-GED Reading</p> <p>Contemporary Achieving Tabe Success in Reading.</p>
How learning can be extended at home?		<p>Students will be asked to write a short passage at home. They then will present it to me and ask me to tell them the tone they express from vocabulary words identified in the completion of the previous word map.</p>

Key vocabulary	Emotion, Tone, disgust, disapproval, enthusiasm, humor, seriousness
Use of technology (if appropriate)	Paper, pencil, flashcards, overhead projector